

# TEIS TRANSITION Resource Guide



Information for use by service providers to  
help families feel supported during the  
transition process

# Acknowledgments

Thank you to Joy Peace from the TEIS Memphis Delta district for sharing the framework and original content that evolved into this resource guide.

Thank you to the TEIS Training Team: Jill Richardson, Lise Earwood, Margaret Headrick, Teresa McMahan, and Joanna Wade for valuable suggestions.

Thank you to Melanie Hatcher, Bob Blair, and Bill Wilson for providing guidance regarding Part B policies and procedures.

Thank you to Sharon Jordan, from the TEIS Knoxville district for providing production assistance.

# **TEIS Transition Resource Guide**

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# Introduction

The *TEIS Transition Resource Guide* is intended to be an easy-to-use resource for Early Interventionists to use with families of children with developmental delay, birth to three years of age. By sharing information from this resource guide with families, service providers can offer information and support to families as they begin their transition from birth to three services. Although many families do not typically express an interest in transition information until around their child's second birthday, others may have questions about the process early on in their early intervention journey. As a provider, prepare to address families' questions about transition as they arise. Throughout the guide, references are made to the TEIS publication, *Steps to Success*. Early Interventionists should obtain a copy of this resource for their own use and also confirm that the family has a copy.

In Topic 1 **The Transition Process Timeline**, a useful tool for identifying family transition needs, concerns and interests is the "Family Transition Needs Checklist". Early Interventionists will need to become familiar with the material provided in the Resource Guide in order to give further explanation of the process and answer questions that families may have. Because families' needs, concerns and interests change over time it is appropriate to review the checklist regularly.

In Topic 2 **Parents as Partners**, families will have the opportunity to explore their feelings about transition. They will also learn strategies to help them partner with their child's team and to become an effective advocate.

In Topic 3 **Preschool Preparedness**, the parent will develop strategies to assist their child and family to adjust to the child's transition into a new environment. "Preparing My Child Checklist" is a useful tool to help determine which skills preschool teachers have identified as helpful for the child to have at preschool. Caution: Many children in early intervention are neither developmentally ready nor able to accomplish all of the readiness skills listed. The Early Interventionist may want to pull information from the readiness lists instead of giving the handout directly to the parent. Additionally families will find many strategies to help encourage a smooth transition for both them and their child.

In Topic 4 **Sharing Child Profile Information**, families will learn ways to share information about their child with others involved in the transition process in an organized and constructive way. A "Child Profile booklet" is provided as one method for information sharing.

In Topic 5 **The Transition Planning Conference**, the family learns what to expect and how to prepare for the Transition Planning Conference. A “Contact Persons List” is provided for the families’ use.

In Topic 6 **The IEP Meeting**, families receive information about what to expect and how to prepare for the Individualized Family Service Plan meeting. Families are referred to the “Special Education Definitions” which will help them become familiar with terms they may encounter. Early Interventionists are encouraged to prepare thoroughly before sharing this information, since many in the field of birth to three services have had little exposure to this information.

Finally in Topic 7 **Maintaining Good Parent/Teacher Relationships**, families learn about the importance of establishing and maintaining a positive relationship with the providers of their child’s program. Specific strategies are given about ways to fully participate in a school program.

### **Unique Features of the TEIS Transition Resource Guide**

- **Background information** is provided to assist Early Interventionists in working effectively with families.
- **User friendly topics** in the areas of transition are provided that can be presented directly to families.
- **Handouts** have been provided to reinforce the topic information
- **Sample Activities** are provided to give Early Interventionists suggestions on ways to reinforce the material with families.
- **Family Follow-up activities** are provided to give the Early Interventionist suggestions on ways that families can review and apply the material after it is shared.

## **Topic 1**

## **The Transition Process Timeline**

This topic gives an overview of what the parent/caregiver should expect to happen during the transition process from early intervention services to those options available at the third birthday. It also outlines what the early interventionist can do to inform and prepare the parent for this process. Although procedures may vary slightly among school systems, the timelines outlined in this topic are a requirement. \*Note to Early Interventionist: Although this topic discusses required timelines, it is important to remember that transition is not defined by timelines, but rather by child/family adjustment and engagement in the new environment. It is a process that may take time depending on the child and family

### **Materials**

- “Family Transition Needs Checklist”
- “Transition Timeline”
- “Special Education Definitions” (see *Steps to Success*, page10)
- *Steps to Success* (TEIS publication)

Overview of the Transition Timeline and suggested activities

- 1. A transition goal is written in the Individual Family Service Plan (IFSP).**
- 2. A referral is made to the School System, with parent consent to schedule the Transition Planning Conference.** The purpose of this meeting is to share progress on the IFSP outcomes and develop a plan for transitioning from early intervention services to the school system or other services the child might receive at age three.
- 3. A Face to Face Transition Planning Conference is held three to nine months before the child’s third birthday**
  - A) The parents should learn about the rights of school-aged children with disabilities as well as parent responsibilities for school-aged children
  - B) If Head Start is being considered as a preschool option, an application would be completed at this time.
  - C) The parents should learn about differences in early intervention and preschool services (see page 3-6).
- 4. Assessment information is gathered by the IEP (Individual Education Program) team to help determine eligibility.** This information should include evaluation reports completed by the birth to three programs as well as the school system. The parent is a critical member of the IEP team (see page 5-3).
- 5. The IEP meeting is held to determine if the child is eligible for services.** If the child is eligible, an IEP will be developed. The IEP must be in place by the child’s third birthday. The beginning service date is determined by the IEP team (see page 6-1).

**Sample Activities for the Early Interventionist and family:**

1. Using the “Transition Timeline” (see page 1-3) as a visual and parent handout review the information and determine where the child is on the timeline and what needs to be done.
2. Keep timeline updated to prepare for upcoming events.
3. Have the family complete the parent handout “Family Transition Needs Checklist,” (see page 1-4), so that you will be sure to address the transition topics in which the family is most interested.
4. Review the TEIS publication *Steps to Success* with the family.
5. Begin to discuss any possible barriers or needed planning due to a summer birthday.
6. Make a child portfolio to help the receiving program learn about the child.  
(see page 4-3).
7. Review child preparation activities (see pages 3-2 and 3-5).

**Family Follow Up:**

1. Have the parent/caregiver determine if he/she has the most current child records and list current records (see below) to be requested from agencies as appropriate.

Gather child’s records – The parent should keep a copy for themselves!

- a) Birth certificate
  - b) Social Security Card
  - c) Immunization record
  - d) Pertinent medical records
  - e) Current evaluation reports confidentiality issues. Some medical information may not be relevant to educational planning.
    1. Occupational therapy
    2. Physical therapy
    3. Speech therapy/Oral Habilitation
    4. Early intervention programs
    5. Developmental pediatricians
    6. Psychologist
    7. Vision and hearing results
  - f) Current IFSP
  - g) Name, address and phone numbers of all service providers.
  - h) Records documenting child’s skills accomplished and goals achieved
  - i) Correspondence letters written by professionals supporting the child’s need for services to support his educational goals
2. Have the family read over the parent handout, “Special Education Definitions” in the *Steps to Success* publication (see page 10) and discuss any questions they might have with the Early Interventionist on an upcoming visit.
  3. Have the parent/guardian share the “Transition Timeline” (see page 1-3) handout with the child’s other parent or any other adult who will be involved with this process on behalf of the child.

# Transition Timeline

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Activity	Child's Age in Months											
	0	6	12	18	24	30	31	32	33	34	35	36
A transition goal is included in the Individual Family Service Plan (IFSP)	0 to 35 months											
Referral to School System, with parent consent, to schedule the Transition Planning Conference						30 to 33 months						
A face-to-face Transition Planning Conference is held						30 to 33 months						
Assessment information is gathered by the Individual Education Plan (IEP) team to help determine eligibility									33-36 months			
The Individual Education Plan (IEP) meeting is held											By 3 <sup>rd</sup> Birthday	

Adapted from Transition at Age 3: Steps for Success, A guide for Georgia Children with Disabilities, Their Families, Babies Can't Wait Early Intervention Services, Schools, and Community Programs



# FAMILY TRANSITION NEEDS CHECKLIST

(This checklist can be used at the beginning of transition by families to assist them in organizing their thoughts and wishes in relation to the transition process. It could be used every 6 months, annually, or as situations change).

PLEASE CHECK THE ITEMS BELOW THAT WOULD BE HELPFUL TO YOU:

- ☐ I would like to know the steps/sequence of the transition process.
- ☐ I would like a glossary of transition terms.
- ☐ I would like to learn ways to build partnerships with teachers and administrators.
- ☐ I would like to learn how to become an advocate for my child.
- ☐ I would like to know how to prepare my child for preschool.
- ☐ I would like to learn ways to share information about my child.
- ☐ I would like information about the Transition Planning Conference.
- ☐ I would like information about the Individual Educational Plan (IEP) meeting.
- ☐ I would like a list of forms/document/records that I need to bring to meetings.
- ☐ I would like to know "what to look for" when observing a preschool program
- ☐ I would like to learn how to maintain relationships with teachers and administrators.

Adapted from Passport for Change, Transition Planning: Hints and Helps for Families with Infants/Toddlers (no date)  
by Dianne Smith (F.A.C.T.S. Project, United Cerebral Palsy Association, Washington, D.C.)

## **Topic 2**

## **Parents as Partners**

The transition process from early intervention to preschool, childcare, or special education services can be an emotional journey for parents. Being prepared will ease this process and boost parent confidence which will be necessary as the parents advocate on behalf of their child.

### **Materials**

- “How Do I Feel About Sending My Child to Preschool?”
- Parent Information Manual developed by Support & Training for Exceptional Parents, Inc. at <http://www.tnstep.org/Assets/docs/ParentManual12009.pdf>
- “Understanding the Special Education Process - An Overview for Parents” at <http://www.fape.org/pubs/FAPE-10.pdf>
- “Conflict Styles Inventory”
- “Conflict Scoring”
- “Conflict Resolution Procedures”

### **A. The Stages of Grief**

If parents find themselves reliving old emotions experienced with their child’s early diagnosis/diagnoses, let them know that these feelings are normal. It is not uncommon for parents to feel many different emotions during the transition process. These may be similar to what they felt after learning that their child has special needs.

Listed below are the Stages of Grief. These stages don’t necessarily come in this order, and most people go back and forth between stages several times. With each transition in a child’s life, parents may go through any or all stages again. Remember, change can be frightening, but it can also result in positive outcomes for families.

1. Shock— parents may feel completely numb inside and detached from everything going on around them.
2. Denial – a parent’s refusal to admit or accept the truth about their child.
3. Depression – parents grieve for the child that they have and for the child that might have been. Parents may also feel guilt, as if they are to blame for their child’s condition.
4. Anger – parents may blame professionals, themselves, or God for their child’s condition. The anger may be justified or unjustified.
5. Acceptance – parents learn to accept their child for who he is – a person with special needs. They must separate their child from the disability.

### **B. Parents as Partners**

What can schools and parents do to make the transition process and preschool experience meaningful and productive? The first and most essential step is to build strong partnerships between families and schools. Successful outcomes are most likely to be reached when both the school and family are working together toward the same goals. Families, service coordinators, and school district staff members who communicate, collaborate, and develop well thought out plans will help ensure that young children with special needs have a positive experience as they move forward.

### **C. Child Advocacy**

Helping families learn to be effective advocates for their child can result in a feeling of enablement. Advocacy is the act of speaking out on behalf of another. This is a skill that many parents may already have, but some may need to develop skills to become an advocate for their child. To become a good advocate, parents should do the following:

1. Become informed
  - a. Assist the parents in gathering information from a variety of sources. Work together to determine what will be helpful for them as they prepare to participate in the development of the child's IEP. Some sources to access for this information would include parent support groups, STEP (Support and Training for Exceptional Parents) workshops, reading materials, information contained in this resource guide and in *Steps to Success*,
  - b. Organize information into a transition notebook
2. Get involved in the process
  - a. The parents should attend and participate in all meetings regarding their child's education..
  - b. Families should visit preschools and meet with the preschool teachers and other staff during the transition process.
3. Learn to partner with service providers-The following strategies can assist families as they partner with their team while advocating for their child.

**A. Good Communication skills** – The use of effective communication skills enable the family to serve as a better advocate for their child. They will have the ability to listen to team members and 'hear' their messages, both verbal and non verbal. They will also be better able to express their observations to fellow team members. They will be able to ask more appropriate questions and provide feedback more effectively.

#### **Effective communication skills include:**

- Approaching interactions positively, with an open mind
- Listening attentively to fellow team members
- Maintaining awareness of ones internal state and body language
- Accurately interpreting the non-verbal communications of others
- Using the proper tone of voice
- Choosing the right words
- Delivering the message at the appropriate time

**B. Consensus Building** – Families need to be aware of this process so that they can use this strategy to help advocate for their child. Consensus building does not consist of voting or majority rule. Voting results in winners and losers. That is not the goal of consensus building. Consensus building involves an active, collaborative discussion among team members with the aim of arriving at a mutually acceptable agreement. Following a specific procedure helps the team stay focused and on track. Experts agree that consensus is most likely to be achieved when a team follows a step-by-step process (see below):

#### **1. Problem Definition:**

Gather all of the facts about the problem or issue. (Briggs, 1997, p. 204).

## **2. Generation of Alternative Solutions:**

Use a technique such as brainstorming to generate as many solutions as possible.

In brainstorming, team members voice all possible solutions to a problem.

At first, members are not allowed to criticize or judge each other's ideas.

Creativity and divergent thinking are encouraged. Each solution is carefully reviewed and considered. The advantages and disadvantages are discussed until the best option is identified and a solution is agreed upon.

## **3. Implementation:**

The action plan is carried out.

## **4. Monitoring:**

The plan is monitored, evaluated and modified as needed.

## **When Disagreements Arise**

Sometimes team members will disagree regarding;

1. The kinds of services the child should receive
2. How often the services should be provided
3. How long the services should be provided

Disagreements provide opportunities for exploring options and solutions at the district level. Better understanding the various ways that people approach conflict can help us remain objective.

**Conflict Management Types** - It has long been recognized that different individuals deal with conflict in different ways. When conflict arises and tension builds, some people give in immediately while others assert their position even more forcefully. It helps to be aware of your own behavior in conflict situations so that extreme or unhelpful tendencies can be tempered. This can also be useful information for families.

## **The Competing Shark**



- Sharks use a forcing or competing conflict management style
- Sharks are highly goal-oriented
- Relationships take on a lower priority
- Sharks do not hesitate to use aggressive behavior to resolve conflicts
- Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating
- Sharks have a need to win; therefore others must lose, creating win-lose situations
- Advantage: If the shark's decision is correct, a better decision without compromise can result
- Disadvantage: May breed hostility and resentment toward the person using it
- Appropriate times to use a Shark style
  - when conflict involves personal differences that are difficult to change
  - when fostering intimate or supportive relationships is not critical
  - when others are likely to take advantage of noncompetitive behavior
  - when conflict resolution is urgent; when decision is vital in crisis
  - when unpopular decisions need to be implemented

## The Avoiding Turtle



- Turtles adopt an avoiding or withdrawing conflict management style
- Turtles would rather hide and ignore conflict than resolve it; this leads them to act in uncooperative and unassertive ways.
- Turtles tend to give up personal goals and display passive behavior creating lose-lose situations
- Advantage: may help to maintain relationships that would be hurt by conflict.
- Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them
- Appropriate times to use a Turtle Style:
  - when the stakes are not high or issue is trivial
  - when confrontation will hurt a working relationship
  - when there is little chance of satisfying your wants
  - when disruption outweighs benefit of conflict resolution
  - when gathering information is more important than an immediate decision
  - when others can more effectively resolve the conflict
  - when time constraints demand a delay

## The Accommodating Teddy Bear



- Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships
- Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation
- Advantage: Accommodating maintains relationships
- Disadvantage: Giving in may not be productive, bear may be taken advantage of
- Appropriate times to use a Teddy Bear Style
  - when maintaining the relationship outweighs other considerations
  - when suggestions/changes are not important to the accommodator
  - when minimizing losses in situations where outmatched or losing
  - when time is limited or when harmony and stability are valued

## The Compromising Fox



- Foxes use a compromising conflict management style; concern is for goals and relationships
- Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs
- Compromise is assertive and cooperative-result is either win-lose or lose-lose
- Advantage: relationships are maintained and conflicts are removed

- Disadvantage: compromise may create less than ideal outcome and game playing can result
- Appropriate times to use a Fox Style
  - when important/complex issues leave no clear or simple solutions
  - when all conflicting people are equal in power and have strong interests in different solutions
  - when there are no time restraints

### The Collaborating Owl



- Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships
- Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)
- Advantage: both sides get what they want and negative feelings eliminated
- Disadvantage: takes a great deal of time and effort
- Appropriate times to use an Owl Style
  - when maintaining relationships is important
  - when time is not a concern
  - when peer conflict is involved
  - when trying to gain commitment through consensus building
  - when learning and trying to merge differing perspectives

Source: Mastering Human Relations, 3rd Ed. by A. Falikowski 2002 [Pearson Education](http://www.pearsoned.ca)  
<http://www.pearsoned.ca>

### Conflict Resolution Procedures

Most experts agree that conflicts are best resolved by following a specific procedure. The team should meet with the goal of exploring and resolving the problem at hand. Conflicts should be addressed fairly soon - so that they do not escalate and damage relationships among team members.

Briggs (1997) has synthesized the research on conflict resolution, outlining a six-step process.

#### Step 1: Be Prepared

Take time to mentally prepare yourself before the meeting. Conflicts should be approached with an open and flexible attitude. Write down the main points that you want to communicate. Reflect on the conflict prior to the meeting. Think about other perspectives. Demonstrate positive intentionality - "the assumption that the other party).

#### Step 2: Be a Good Communicator

During the meeting, begin by openly acknowledging the problem. Discuss the problem in a constructive, non-blaming way. Whenever possible, use 'I' statements to express your thoughts and feelings. Listen attentively to others on your team.

**Step 3: Clarify the Conflict**

Explore the issue in depth. Allow everyone to express his/her views, so that each person's underlying issues and motivations become clear. Identify the crux of the problem and how it relates to the overall mission of the team. In your discussions, "attack the issue, not the person" (Briggs, 1997, p. 256).

**Step 4: Generate Alternative Solutions**

Once the main problems have been identified and clarified, generate as many alternative solutions as you can. In so doing, emphasize the positive outcomes that you would like to see. Collaborate with your team. Combine ideas and look for novel, creative solutions. Continue with this process until the team agrees on a course of action.

**Step 5: Commit to Action**

Write down the proposed resolution to the conflict. Create an action plan for change. Team members should commit to following the plan and discussing the outcome in future meetings.

**Step 6: When All Else Fails**

Sometimes, a resolution to the conflict cannot be found. A discussion might become very intense or go off track. When that happens, Briggs (1997) suggests the following: Allow team members to take a brief time-out from the meeting. Agree to let the issue rest, and continue the discussion in another meeting.

**Sample Activities for the Early Interventionist and Family:**

1. Practice use of effective listening skills.
2. Practice being assertive as opposed to being aggressive. Attend an assertiveness training workshop.
3. Discuss the parent article, "Understanding the Special Education Process - An Overview" (<http://www.fape.org/pubs/FAPE-10.pdf>).
4. Help the family determine their conflict style (see page 2-8).
5. Discuss the contents from the "How do I Feel" (see page 2-7) handout with the family.
6. Provide/review specific information about disability, parent rights, etc.

**Family Follow Up:**

1. Share information from "Understanding the Special Education Process - An Overview for Parents" with the child's other parent or any other adult closely involved in the transition process of your child.
2. If you would like to get additional information about your rights, go to the website to review a Parent Information Manual developed by Support & Training for Exceptional Parents, Inc. at: <http://www.tnstep.org/Assets/docs/ParentManual12009.pdf>
3. Talk with another family who has been through this process about ways that they have partnered with their school system.
4. Familiarize yourself with "Special Education Definitions" terms on pages 10-16 of the *Steps to Success* booklet.

## HOW DO I FEEL ABOUT SENDING MY CHILD TO PRESCHOOL?

The process of moving a child from one program to another is what transition is all about. Transition is change. You will want to keep in touch with your feelings and recognize which ones help you with quality parenting and creating positive partnerships in your child's education. So...

### IF YOU ARE FEELING:

**Overwhelmed**

### REMEMBER:

- Everyone has difficulty with change
- We are often uneasy when we need more information.
- Many families profit by thinking through the process and sorting through their feelings and change.
- This handbook contains important information about the transition process plus helpful tips from parents who have already been there.

**Anxious**

- If you are concerned about your child being away from you for longer periods of time, you are not alone.
- Many parents recall experiencing more anxiety than their children!
- Change can be scary, but also exciting.
- You will be able to take pride in sharing new experiences with your child during the coming year.

**Angry**

- Adjusting to a new setting with different requirements takes a lot of energy and effort.
- Although it may take more time, families and children benefit from planning for individual needs.
- Sharing with another parent who has been there may help you sort through the transition process.

**Less Than  
Confident**

- You are an expert on your child!
- The insight you have gained from personal experience is equal to or as important as the information gathered by professionals.
- Your perceptions are needed to develop a complete picture of your child.
- Your confidence will grow as you gain experience in supporting your child's education in the new setting.

**Hopeful**

- You have good reason – you are entering into a new era in your life with your child.
- You will find support and encouragement as you form relationships with other parents and professionals.
- You will develop positive partnerships through your experiences and as you express confidence in one another.

Adapted with permission from the Kentucky Early Childhood Transition Project



## Conflict Styles Inventory

1.	A.	There are times when I let others take responsibility for solving the problem.
	B.	Rather than negotiate the issue on which we disagree, I try to stress those things upon which we both agree.
2.	A.	I try to find a compromise solution.
	B.	I attempt to deal with all of his or her and my concerns.
3.	A.	I am usually firm in pursuing my goals.
	B.	I might try to soothe the other's feelings and preserve our relationship.
4.	A.	I try to find a compromise solution.
	B.	I sometimes sacrifice my own wishes for the wishes of the other person.
5.	A.	I consistently seek the other's help in working out a solution.
	B.	I try to do what is necessary to avoid useless tension.
6.	A.	I try to avoid creating unpleasantness for myself.
	B.	I try to win my position.
7.	A.	I try to postpone the issue until I have had some time to think it over.
	B.	I give up some points in exchange for others
8.	A.	I am usually firm in pursuing my goals.
	B.	I attempt to get all concerns and issues immediately out in the open.
9.	A.	I feel that differences are not always worth worrying about.
	B.	I make some effort to get my way.
10.	A.	I am firm in pursuing my goals.
	B.	I try to find a compromise solution.
11.	A.	I attempt to get all concerns and issues immediately out in the open.
	B.	I might try to soothe the other's feelings and preserve our relationship.
12.	A.	I sometimes avoid taking positions that would create controversy.
	B.	I will let the other person have some of his or her position if the other person will let me have some of mine.
13.	A.	I propose a middle ground.
	B.	I press to get my point made.
14.	A.	I tell the other person my ideas and ask for his or her ideas
	B.	I try to show the other person the logic and benefits of my position.
15.	A.	I might try to soothe the other's feelings and preserve our relationship.
	B.	I try to do what is necessary to avoid tension.

## Conflict Styles Inventory

16.	A.	I try not to hurt the other person's feelings.
	B.	I try to convince the other person of the merits of my position.
17.	A.	I am usually firm in pursuing my goals.
	B.	I try to do what is necessary to avoid useless tension.
18.	A.	If it makes the other person happy, I might let him or her maintain his or her views.
	B.	I will let the other person have some of his or her position if the other person will let me have some of mine.
19.	A.	I attempt to get all concerns and issues immediately out in the open.
	B.	I try to postpone the issue until I have had time to think it over.
20.	A.	I attempt to immediately work through our differences.
	B.	I try to find a fair combination of gains and losses for both of us.
21.	A.	In approaching negotiation, I try to be considerate of the other person's wishes.
	B.	I always lean toward a direct discussion of the problem.
22.	A.	I always lean toward a direct discussion of the problem
	B.	I assert my wishes.
23.	A.	I am very often concerned with satisfying all our wishes.
	B.	There are times when I let others take responsibility for solving the problem.
24.	A.	If the other's position seems very important to him or her, I try to meet his or her wishes
	B.	I try to get the other person to settle for a compromise.
25.	A.	I try to show the other person the logic and benefits of my position.
	B.	In approaching negotiation, I try to be considerate of the other person's wishes.
26.	A.	I propose middle ground.
	B.	I am nearly always concerned with satisfying all our needs.
27.	A.	I sometimes avoid taking positions that would create controversy.
	B.	If it makes the other person happy, I might let him or her maintain his or her views.
28.	A.	I am usually firm in pursuing my goals.
	B.	I usually seek the other's help in working out a solution.
29.	A.	I propose a middle ground.
	B.	I feel differences are not always worth worrying about.
30.	A.	I try not to hurt the other's feelings.
	B.	I always share the problem with the other person so that we can work it out.

Article courtesy Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Training library located at <http://p2001.health.org/CTW06/mod3pm.htm#top>

## Scoring the Conflict Style Exercise

Circle the letters below which you circled on each item of the questionnaire.

	<b>Competing</b>	<b>Collaborating</b>	<b>Compromising</b>	<b>Avoiding</b>	<b>Accommodating</b>
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
Totals					
	_____	_____	_____	_____	_____
	Competing	Collaborating	Compromising	Avoiding	Accommodating

### ***Interpreting Your Scores***

Your profile of scores indicates the repertoire of conflict-handling skills which you, as an individual, use in the kind of conflict situations you face. The following ranges indicate the percentile scores based on others who have taken the test. Remember that extreme scores are not necessarily bad, since your situation may require high or low use of a given conflict handling style.

**Competing:** High scores: 8-12; Middle scores: 4-7; Low scores: 0-3

**Collaborating:** High scores: 9-12; Middle scores: 6-8; Low scores: 0-5

**Compromising:** High scores: 9-12; Middle scores: 5-8; Low scores: 0-4

**Avoiding:** High scores: 8-12; Middle scores: 5-7; Low scores: 0-4

**Accommodating:** High scores: 7-12; Middle scores: 4-6; Low scores: 0-3

Each of us is capable of using all five conflict-handling modes; none of us can be characterized as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others and therefore tends to rely upon these modes more heavily than others, whether because of temperament or practice.

Your score, high or low, indicates its usefulness in your situation. However, there is the possibility that your social skills lead you to rely upon conflict-handling behavior more or less often than is necessary. To help you determine this, the following styles are listed with some diagnostic questions concerning warning signals for overuse or underuse of each mode.

### ***Five Conflict Handling Styles***

**Competing** is assertive and uncooperative—an individual pursues his or her own concerns at the other person's expense. This is a power-oriented mode in which one uses whatever power seems appropriate to win one's own position: ability to argue, rank, economic sanctions, etc. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

#### Uses:

- When quick, decisive action is vital.
- On important issues where unpopular courses of action need implementing.
- On issues vital to company welfare when you know you are right.
- To protect yourself against people who take advantage of noncompetitive behavior.

**Accommodating** is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his/her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

#### Uses:

- When you realize that you are wrong, to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to you, to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up a social credit for later issues that is important to you.
- When continued competition would only damage your cause, when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

**Avoiding** is unassertive and uncooperative—the individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the

form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

Uses:

- When an issue is trivial, of only passing importance, or when other more important issues are pressing.
- When you perceive no chance of satisfying your concerns.
- When the potential damage of confronting a conflict outweighs the benefits of its resolution.
- To let people cool down, to reduce tension to a productive level, and to regain perspective and composure.
- When gathering more information outweighs the advantages of an immediate decision.
- When others can resolve the conflict more effectively.
- When the issue seems tangential or symptomatic of another, more basic issue.

**Collaborating** is both assertive and cooperative—the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution that fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring the disagreement to learn from each other's insights, attempting to resolve some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution for an interpersonal problem.

Uses:

- To find an integrative solution when both sets of concerns are too important to be compromised.
- When your objective is to learn.
- To merge insights from people with different perspectives on a problem.
- To gain commitment by incorporating others' concerns into a consensual decision.
- To work through hard feelings that have been interfering with an interpersonal relationship.

**Compromising** is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing, but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging, making concessions, or seeking a quick middle-ground position.

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of a more assertive mode.
- When two opponents with equal power are strongly committed to mutually exclusive goals, e.g., labor management bargaining.
- To arrive at expedient solutions under time pressure.
- To achieve temporary settlement to complex issues.
- As a backup mode when collaboration or competition fails to be successful

***Conflict Style: When To Use Which Style***

**Competing**

Often appropriate when:

- An emergency looms.
- You are not sure you are right and being right is more important than preserving relationships.
- The issue is trivial and others do not really care what happens.

Often inappropriate when:

- When Collaboration or cooperation have not yet been attempted.
- Cooperation from others is important.
- Used routinely for most issues.
- Self-respect of others is diminished needlessly.

### **Collaborating**

#### Often appropriate when:

- The issues and relationships are both significant.
- Cooperation is important.
- A creative end is important.
- Reasonable hope exists to meet all concerns.

#### Often inappropriate when:

- Time is short.
- The issue is unimportant.
- You are overloaded with "processing."
- The goals of the other person are certainly wrong.

### **Compromising**

#### Often appropriate when:

- Cooperation is important but time or resources are limited.
- Finding some solution, even less than the best, is better than a complete stalemate.
- Efforts to collaborate will be misunderstood as forcing.

#### Often inappropriate when:

- Finding the most creative solution possible is essential.
- You can't live with the consequences.

### **Avoiding**

#### Often appropriate when:

- The issue is trivial.
- The relationship is insignificant.
- Time is short and a decision not necessary.
- You have little power but still wish to block the other person.

#### Often inappropriate when:

- You care about both the relationship and the issues involved.
- Negative feelings may linger.
- Others would benefit from hearing information.
- Used habitually for most issues.

### **Accommodating**

#### Often appropriate when:

- You really don't care about the issue.
- You are powerless and have no wish to block the other.

#### Often inappropriate when:

- You are likely to harbor resentment.
- Used habitually in order to gain acceptance (outcome: depression and lack of self-respect).
- Others wish to collaborate and will feel like enforcers if you accommodate.

Article courtesy Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Training library located at <http://p2001.health.org/CTW06/mod3pm.htm#top>.

# **Conflict Resolution Procedures**

## **Step 1: Be Prepared**

Take time to mentally prepare yourself before the meeting. Conflicts should be approached with an open and flexible attitude. Write down the main points that you want to communicate. Reflect on the conflict prior to the meeting. Think about other perspectives. Demonstrate positive intentionality - "the assumption that the other party means well and is not trying to cause a conflict" (Wisinski, 1993, p. 27).

## **Step 2: Be a Good Communicator**

During the meeting, begin by openly acknowledging the problem. Discuss the problem in a constructive, non-blaming way. Whenever possible, use 'I' statements to express your thoughts and feelings. Listen attentively to others on your team.

## **Step 3: Clarify the Conflict**

Explore the issue in depth. Allow everyone to express his/her views, so that each person's underlying issues and motivations become clear. Identify the crux of the problem and how it relates to the overall mission of the team. In your discussions, "attack the issue, not the person" (Briggs, 1997, p. 256).

## **Step 4: Generate Alternative Solutions**

Once the main problems have been identified and clarified, generate as many alternative solutions as you can. In so doing, emphasize the positive outcomes that you would like to see. Collaborate with your team. Combine ideas and look for novel, creative solutions. Continue with this process until the team agrees on a course of action.

## **Step 5: Commit to Action**

Write down the proposed resolution to the conflict. Create an action plan for change. Team members should commit to following the plan and discussing the outcome in future meetings.

## **Step 6: When All Else Fails**

Sometimes, a resolution to the conflict cannot be found. A discussion might become very intense or go off track. When that happens, Briggs (1997) suggests the following:  
Allow team members to take a brief time-out from the meeting  
Agree to let the issue rest, and continue the discussion in another meeting.

Adapted from Briggs (1997)

## **Topic 3**

## **Preschool Preparedness**

Through presentation of this topic, the parent will develop strategies to assist their child and family to adjust to the child's transition into a new environment. Based on the child's present levels of performance at the IEP meeting and team decisions, the child may transition to a Head Start program, a self-contained class provided by the LEA, a typical child care setting, or any number of other options.

This topic provides information and parent handouts to assist the Early Interventionist and the parent/guardian in making the most of the child's final months in early intervention. This can be accomplished by planning and programming while keeping skills needed for preschool in mind. Suggestions for preparing the family for transition are included as well.

### **Materials**

\* Use these handouts as appropriate depending on the child's functional skills.

- "Preparing My Child"\*
- *Steps to Success* (TEIS publication)
- "What is the Difference Between TEIS and the Local Education Agency Preschool Program for Children with Special Needs?"

### **A. Classroom Readiness Skills**

If a child transitions to a classroom setting of any type, there are certain readiness skills that if achieved, may help the child have a smoother transition. The "Preparing My Child" handout (see page 3-5) is a compilation of skills identified by preschool teachers across the country. They felt that having these skills may help a child have an easier transition to school. This checklist can be used with the parent/caregiver in identifying the next few skills which the child is developmentally ready to address.

Many children in early intervention are neither developmentally ready nor able to accomplish all of the readiness skills listed. Some may only achieve mastery of one or two before age three. Do not use the "Preparing My Child" handouts for parents of children who are significantly delayed. For these children, the Early Interventionist may want to pull information from the readiness list instead of giving the handout directly to the parent. For example, a skill the child may be able to accomplish by age three is to follow the directions "open your mouth" and "come here" when given a touch cue; however, many skills on parent handouts may be way beyond the child's abilities, even by the age of five or more.

Be positive in your presentation to the family. Focus on what can be accomplished prior to age three – not on the skills the child may not be able to master at this time.



## **B. Strategies to Encourage a Smooth Transition**

Any time there is a change in a child's life, a period of adjustment is normal. It is easier to cope with some changes or transitions more than others. Some transition examples are: learning a new skill, receiving therapy from a different therapist or in a new setting, starting school, getting a new teacher, dealing with classmates coming and going, changing classrooms or even, the changes that occur during the year in the look of the classroom.

These are a few suggestions for the parent/guardian that might make the transitions at age three easier for a child:

- After school and classroom placement is determined, but before the child starts school, the parent/guardian could arrange for a tour of the school. The family might be able to see the classroom and meet the teacher before the child's first day (See pages 5 and 6 in the *Steps to Success* booklet for possible questions to ask during the visit).
- The parent could take photographs of the school, classroom and teacher. Use the photographs to make an experience book to use with the child to familiarize them with the new people and location. The parent will need to get permission from the school to take photos. Typically photographs of other students are not allowed unless written permission is obtained from the child's parent.
- Find out about the daily class schedule.
- Make a personal calendar for the child. A weekly or monthly calendar could be used depending on what will work best for the particular child. For each day of the week; make a drawing, place a photo, or place an object cue on the calendar to help the child understand what is going to happen for that day. Talk about what happened yesterday, what will happen today, and what will happen tomorrow.
- Find out if the child can bring something from home to school to help him/her to feel more secure. Let your child help decide what to take.

Additional ideas can be found on pages 4 - 6 of the *Steps to Success* booklet

## **C. Comparison of Birth to Three Services to School System Services**

Services provided by Part C and Part B programs can look quite different and can cause families concern. The Early Interventionist can assure families that just because a receiving program looks different than their child's current program, does not mean that it will not meet the needs of their child. Sharing information about the differences between two programs can help families better prepare for transition (see page 3-6).

### **Ages Covered**

#### **Early Intervention**

Early Intervention services for eligible infants and toddlers (ages 0 through 2), and their families

#### **School System**

Special education services for eligible children ages 3 through 21 (preschool services for 3 through 5 year old children)

### **Participation**

Participation is voluntary

Compulsory attendance for children ages 6-18

## **Eligibility**

### **Early Intervention**

- Part A – Developmental delay
- Part B – A diagnosed physical or mental condition with a high probability of developmental delay

### **School System**

IEP determines two pronged eligibility

1. Child meets criteria for a distinct category and
2. The child's disability adversely affects the child's educational performance and the child's needs cannot be met in the regular program without special education and related services.

### **IFSP**

- Child's present levels of performance
- Family resources, priorities, and concerns
- Outcomes (including criteria, procedures, and timelines)
- Early intervention services
- Other services
- Dates, frequency, and duration of service
- Transition plan for services at age three

### **IEP**

Present levels of performance  
Annual educational goals  
Short term objectives  
Description of educational services and related services  
Description of frequency, duration and date of service  
Statement of how disability affects participation in regular program  
Criteria and evaluation procedures, and reporting

### **Natural Environment**

Settings that are natural or normal for the child and family, including home and community settings in which children without disabilities participate and that are considered natural and normal for the child's age peers who have no disability.

### **Least Restrictive Environment (LRE)**

Provides assurance that:

1. To the maximum extent appropriate, children with disabilities are educated with children without disabilities, and
2. Special education classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

## **Sample Activities for the Early Interventionist and Family:**

1. Discuss topic information with families over a period of time and work together using parent handout "Preparing my Child" (see page 3-5) to identify readiness goals to implement as developmentally appropriate for the child.
2. Discuss the idea of some sort of personal calendar and develop one appropriate to use for the child.

3. Discuss the differences between services provided in Part C and B using the “Comparison of Services” handout (see page 3-6).
4. Review page 5 of *Steps to Success* booklet.

**Family Follow-Up:**

1. Choose a developmentally appropriate skill identified on the “Preparing my Child”(see page 3-5) handout to address during the week. Talk with the Early Interventionist about ways to practice the skill. For example, give your child the opportunity to separate from you by leaving him or her for a short time at Sunday school, with grandparents or a friend. Share the results next week with the Early Interventionist.
2. Make a list of strategies that you plan to use to help your child make an easier transition to preschool. Share with the Early Interventionist on the next home visit.
3. Talk with another family whose child has special needs and is receiving services through the school system. Discuss the differences between services provided through birth to three and the school system.
4. Continue to make plans to visit a program or two.
5. Make a list of what is going to be changing
  - What parents are excited about changing
  - What they are anxious about changing
  - What are possible solutions

# Preparing My Child

In preparation for transitioning their child to preschool, families may be interested in **some** of the readiness skills for preschool. Families can prioritize these and together with their service provider, conduct activities that help to prepare the child in these areas. (Adapted from AHEAD Resource Manual, Utah State University)

Readiness Skill	Priority (High, Low) (circle one)		Activity to Help Prepare Child
Separates from parent.	H	L	
Follows simple directions.	H	L	
Transitions easily from one activity to another.	H	L	
Puts away items.	H	L	
Sits at a table for 5-10 minutes to do an activity.	H	L	
Plays by himself or herself.	H	L	
Likes to play with others.	H	L	
Enjoys playing with crayons, paints, etc.	H	L	
Plays pretend games.	H	L	
Likes to sing songs or listen to stories.	H	L	
Wipes his or her own nose or face.	H	L	
Washes hands.	H	L	
Indicates that he or she wants a diaper change.	H	L	
Is potty trained.	H	L	
Is able to push down and pull up pants.	H	L	
Puts on and takes off coat.	H	L	
Drinks independently from a cup.	H	L	
Scoops with a spoon.	H	L	
Eats a snack with little assistance.	H	L	
Responds to name.	H	L	
Listens to and follows group directions.	H	L	
Responds to directions given to him or her.	H	L	
Asks for things he or she wants.	H	L	
Asks for help from an adult.	H	L	
Will usually do a job when asked (e.g., pick up toys).	H	L	
Carries on a conversation with at least two "turns."	H	L	
<b>OTHER:</b>	H	L	

## WHAT IS THE DIFFERENCE BETWEEN TEIS AND THE LOCAL EDUCATION AGENCY PRESCHOOL PROGRAM FOR CHILDREN WITH SPECIAL NEEDS?

Several differences exist between the services offered through TEIS, (the lead agency to serve children with disabilities B-2), and the local education agency (the lead agency at the 3rd birthday for children with special needs). Some differences between the programs are described below.

<b>TEIS</b> <b>Early Intervention Services</b>	<b>PRESCHOOL PROGRAM</b> <b>(for children with special needs)</b>
<b>What ages are covered?</b> Birth to three (3) years (infants and toddlers)	<b>What ages are covered?</b> Ages three (3) to five (5) years, as of the child's 3 <sup>rd</sup> birthday.
<b>What children are eligible?</b> <ul style="list-style-type: none"> <li>Children with a developmental delay, or</li> <li>Children with a medical condition which has an established risk for developmental delay</li> </ul>	<b>What children are eligible?</b> <ul style="list-style-type: none"> <li>Children with a developmental delay/disability that has an <u>"adverse effect on the child's education performance"</u>.</li> </ul>
<b>Who determines eligibility?</b> The eligibility team comprised of the parents, Point of Entry, and the Developmental Specialist	<b>Who determines eligibility?</b> Individual Education Plan (IEP) team comprised of the parents, school personnel, and others.
<b>How is eligibility determined?</b> 1) A multidisciplinary evaluation that shows the child has a significant delay in physical, cognitive, communication, social/emotional or adaptive development, or  2) The child has a medical condition with an established risk for developmental delay.	<b>How is eligibility determined?</b> Based on an evaluation drawn from several sources, with required components (current within one year).  Child meets criteria for a distinct category and the child's disability adversely affects the child's educational performance and the child's needs cannot be met in the regular program without special education and related services.
<b>What are the basic services?</b> Screening, service coordination, evaluation, assessment, developmental intervention, family services, nutrition, physical therapy, occupational therapy, communication development, vision/hearing services, respite, assistive technology, and transportation. The services are provided by multiple agencies, linked to TEIS, who work together to provide comprehensive services. The type and amount of services to be provided for the child and family are described in the Individualized Family Service Plan (IFSP). The IFSP addresses child needs and the family resources, priorities and concerns related to identified developmental needs of the child.	<b>What are the basic services?</b> Preschool services that focus on all areas of child development (physical, cognitive, communication, social/emotional, and self-help) and is eligible for specially designed instruction (special education).  "Related services" if needed to benefit from the specially designed instruction (e.g., occupational, physical, speech therapies; assistive technology; special transportation ( <i>this list is not all inclusive</i> )).
<b>Where are the services specified?</b> The type and amount of services to be provided for the children and family are described in the Individualized Family Service Plan (IFSP). The IFSP addresses child needs and the family resources, priorities and concerns related to identified developmental needs of the child.	<b>Where are the services specified?</b> The type and amount of services for the child are in the Individualized Education Program (IEP).
<b>Where are services provided?</b> Services may be provided in a variety of settings including the home, community or center-based program.	<b>How are services provided?</b> Preschool education and related services may be provided directly by the district, or through contracting or arrangement with other agencies. School systems are required to provide FAPE (Free Appropriate Public Education) in the least restrictive environment. They must offer a continuum of alternative placements.

Used with permission from Kentucky Early Childhood Transition Project, Human Development Institute of UK: *Step By Step: A Family Guide for Transition into Preschool (Revised September 2004)*

## **Topic 4**

## **Sharing Child Profile Information**

Parents and guardians have much to offer regarding their child during IFSP meetings, the Transition Planning Conference, and at the IEP meeting. They are the ones most knowledgeable about the child's likes and dislikes, the child's behaviors, and the myriad of environments/situations to which the child is exposed each week. The parents/guardians are the only ones who know their hopes and dreams for the child and his/her future.

During this topic, the focus is to show the parents/caregivers ways to share their child-specific information with others involved in the transition process in an organized and constructive way.

### **Materials**

- "I'm Getting Ready for Preschool"( child profile booklet )
- *Steps to Success* (TEIS publication)

### **A. Collecting and Recording Information for a child profile booklet**

It is important and impressive for parents to construct a child profile booklet about their child. This will serve as a letter of introduction and a wonderful icebreaker at the Transition Planning Conference. The parent may also want to have copies available for those who will attend the IEP meeting so that those persons will be aware of this information. This booklet should be given to all professionals who will be involved with their child at the new preschool setting. (Parents should decide on the number of copies needed and make extras, if possible).

Keep the comments about the child brief and to the point. It will make the booklet easier to read and more likely to be read by those professionals.

Using the child profile booklet, "I'm Getting Ready for Preschool" (see page 4-3), have the parent omit or add important information regarding his/her child. Consider the length of time the child will be in the preschool setting and any needs that may arise. The parent may wish to place the child's photograph on the title page to personalize the booklet.

Finally, be sure the parent compiles a list of doctors and service providers including name, address, and phone number for LEA to add to the child profile booklet. The LEA (school system) will need this list so they can request information from these providers in order to better understand what services the child may need.

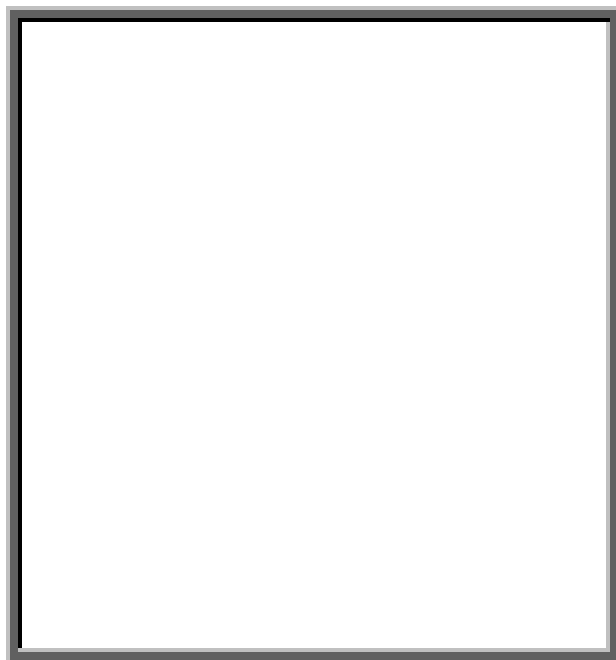
### **Sample Activities for the Early Interventionist and Family:**

1. See if families would like to complete a page or two of the child profile booklet "I'm Getting Ready for Preschool" (see page 4-3) during your home visits. Make certain he/she understands the type of information being requested. Depending on the individual needs of the parent, either work together with the parent to develop the child profile booklet over several weeks or leave the handouts for family follow-up.
2. Review page 4 of the *Steps for Success* booklet with the family for additional information about what to include in the child profile booklet.

**Family Follow-Up:**

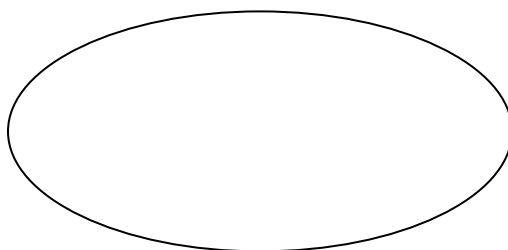
1. Have the parent/guardian continue making additions to the child profile booklet “I’m Getting Ready for Preschool” (see page 4-3).
2. The parent could request copies of current evaluations by therapists if not already in their possession.
3. Have the family make a list of their child’s current service providers.

## I'M GETTING READY FOR PRESCHOOL



**My Photo**

**This Book is All About**





## My Family

The people in my life...


My pets and their names...


My caregivers names...

--	--

Comments about family:


## Communication

I can let you know what I need

- ☐ verbally
- ☐ with pictures
- ☐ a mixture of words and gestures
- ☐ with a communication board
- ☐ sign language

## Other

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Some important words I use are...


My family would like to work on...

- ☐ expressing wants and needs
- ☐ using new words
- ☐ taking turns with others in conversation

## My Social Skills & Needs

Here is some information so you will know a little more about me!

1. When I am around new people, I . . .

- ☐ am shy or afraid
- ☐ am curious to meet them

2. I like to play . . .

- ☐ all by myself
- ☐ with one friend
- ☐ with several friends

3. I share my toys . . .

- ☐ never
- ☐ sometimes
- ☐ most of the time

Please help me learn how to . . .

- ☐ get along with other children (share, take turns)
- ☐ use my voice properly (when I may and may not yell)

## My Routines

My Meal Routines

I eat breakfast at \_\_\_\_\_

I eat a snack at \_\_\_\_\_

I eat lunch at \_\_\_\_\_

## My Potty Routine

- ☐ wear diapers
- ☐ will sit on potty with help
- ☐ stay dry/clean when taken to toilet on regular basis
- ☐ indicate need to use toilet
- ☐ manage my clothes independently

I take a nap ☐ yes ☐ no

When \_\_\_\_\_

How Long \_\_\_\_\_

## Favorite Foods

Fruits: \_\_\_\_\_

Vegetables: \_\_\_\_\_

Meats: \_\_\_\_\_

Cereals/Bread: \_\_\_\_\_

Drinks: \_\_\_\_\_

Special Treats: \_\_\_\_\_

I especially like foods that are:

☐ crunchy    ☐ chewy    ☐ smooth

☐ spicy    ☐ hot    ☐ cold

I really don't like: \_\_\_\_\_

I have a food allergy to: \_\_\_\_\_

## Favorite & Not-So-Favorite Activities

These are things I enjoy doing at home:

☐ Playing with \_\_\_\_\_  
(names of playmates)

☐ coloring

☐ looking at picture books

☐ playing outside

☐ baking yummy food in the kitchen

☐ riding my tricycle or big wheel

☐ playing with these favorite games and toys:

\_\_\_\_\_

\_\_\_\_\_

But \_\_\_\_  
I Don't Like to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Things that comfort my child:

\_\_\_\_\_

\_\_\_\_\_

**Medications**

Name of medicine: \_\_\_\_\_

Dosage: \_\_\_\_\_ Schedule \_\_\_\_\_

Side Effects/Special Comments \_\_\_\_\_  
\_\_\_\_\_

Name of medicine: \_\_\_\_\_

Dosage: \_\_\_\_\_ Schedule \_\_\_\_\_

Side Effects/Special Comments \_\_\_\_\_  
\_\_\_\_\_

Name of medicine: \_\_\_\_\_

Dosage: \_\_\_\_\_ Schedule \_\_\_\_\_

Side Effects/Special Comments \_\_\_\_\_  
\_\_\_\_\_**Allergies**

I am allergic to: \_\_\_\_\_

This is how I react:

☐ I sneeze    ☐ I get a rash    ☐ My eyes water☐ I have difficulty breathing    ☐

\_\_\_\_\_

If I have an allergic reaction, you can help me by:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Special Equipment & Supplies

I use:

Here is a list of special things I will use. If you have any questions about how to use or care for these things, please call my family. Thank you.

### 1. Mobility Devices

☐ wheelchair      ☐ walker

### 2. Seating Devices

☐ Rifton chair      ☐

### 3. Feeding Equipment

☐ plate/suction      ☐ adapted cup      ☐ adapted spoon

### 4. Auditory Aids

☐ amplification system

Hearing aids      ☐ right ear      ☐ left ear

### 5. Visual Aids

☐ large print      ☐ glasses

### 6. Sensory Needs

☐ \_\_\_\_\_

## Emergency

If there is an emergency while I am in school, please call someone from the list below. Please call in the order the names are listed: Thank you

1. Name \_\_\_\_\_  
Phone # \_\_\_\_\_  
Relationship \_\_\_\_\_

2. Name \_\_\_\_\_  
Phone # \_\_\_\_\_  
Relationship \_\_\_\_\_

3. Name \_\_\_\_\_  
Phone # \_\_\_\_\_  
Relationship \_\_\_\_\_

Child Care Provider (if applicable)

Name \_\_\_\_\_

Phone # \_\_\_\_\_

**My Hopes and Dreams for my Child**

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**Additional things I would like for you to know**

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A Drawing by my Child.

## **Topic 5**

## **The Transition Planning Conference**

The Transition Planning Conference is intended to be an introductory meeting between the LEA (school system) and the parents/guardian as well as a time for exchanging information. It is a time to share progress on the IFSP outcomes and develop a plan for transitioning from early intervention services to the school system or other services your child might receive at age three. It is scheduled by the child's service coordinator to exchange current information among the LEA, the service coordinator, and the parent/guardian so that appropriate services will begin on the child's third birthday. By providing the LEA representative with the child profile booklet, "I'm Getting Ready for Preschool" (see Topic 4) at this time, persons in the school system are able to learn more about the child and the services he/she may need. The LEA representative facilitates the Transition Planning Conference.

When transition planning begins nine (9) months prior to the child's third (3<sup>rd</sup>) birthday, IFSP teams have sufficient time to work with the LEA to determine Part B (school system) eligibility, and develop and implement an IEP by the child's third (3<sup>rd</sup>) birthday. In addition, if the child is not eligible for Part B, the IFSP team will have sufficient time to refer the child to other agencies for other appropriate services. If the IEP team agrees that the child is NOT eligible for special education and related services, then the service coordinator can help find other community early childhood opportunities for the child. The school district may also be able to provide parents with ideas about other opportunities available in their community. Some of these options may include Head Start, day care, mothers' day out programs, play groups, library story hour, etc.

### **Materials**

- "Contact Person List"
- "Participating as a Member of the Transition Team: Being Part of the Transition Team"
- Any Conference LEA forms the parent is to bring with them to the Transition Planning
- *Steps to Success* (TEIS publication)

### **A. The Transition Planning Conference**

#### **When is the Transition Planning Conference held?**

The Transition Planning Conference is held no later than 90 days prior to the child's third birthday, but can be held as early as nine months before the third birthday. The parent must receive written notice of this meeting 7-10 days before the meeting date. This notice should contain the following information: day, time and place of meeting, and who will be in attendance. If the day, time or place of the meeting is not convenient for the parent, the parent has the right to request that a change be made so that he/she will be able to attend.

#### **Who must attend the Transition Planning Conference?**

1. Parent
2. Service Coordinator
3. LEA Representative
4. TEIS Representative ( usually the service coordinator as well)



**Who may attend?**

1. Service Provider Representatives
2. Other support persons as invited by the parent/guardian, usually a family member or friend familiar with the child and family

**At the Transition Planning Conference you will discuss:**

1. Rights of children with disabilities and parent responsibilities
2. Hopes and dreams for the child
3. Progress of the IFSP goals
4. Information that may be necessary to later determine if the child would be eligible for possible services available in the community when the child turns three years old.
5. Types of information and experiences needed to help decide appropriate services for the child (including child profile booklet, "I'm Getting Ready for Preschool" (see page 4-3).
6. Information about services available through the school system
7. The application and/or referral process for program options
8. Arrangements for the parents to visit programs if applicable
9. The process for exchange of information and records (i.e., medical, educational, evaluations)
10. Transportation

It is the responsibility of the LEA(school system representative) to:

- Participate in the IFSP Transition Planning Conference
- Explain Part B Rights (school system) to the family
- Describe the process for Part B eligibility determination
- Review the IEP process and explain possible service options.
- Meet as a team to determine eligibility and if eligible,
- Develop and sign the IEP by the child's third (3<sup>rd</sup>) birthday.
- An IEP must be in place by the child's third (3<sup>rd</sup>) birthday even if that birthday falls during the summer months. TEIS and school districts should work together to plan spring transition meetings whenever possible. School districts will need to be prepared for summer transition meetings.

**Sample Activities for the Early Interventionist and Family:**

1. Review page 2 of *Steps to Success* booklet with the family.
2. Role play a Transition Planning Conference with the family.
3. Have the parent look up the number for that school district and call and ask if there are any forms to complete and bring with them to the Transition Planning Conference. If necessary, assist the parent in completing those forms as soon as they are received. Follow up on this.
4. Discuss the handout, "Participating as a Member of the Transition Team." (see page 5-3).
5. During the next visit with the family after the Transition Planning Conference, discuss the results with the family and request questions.

**Family Follow-Up:**

1. Have family complete the child profile booklet (see p. 4-3) if not already finished and have copies made.
2. Take any LEA- requested forms, the "Contact Person List"(see page 5-4), and the "child profile booklet to the Transition Planning Conference.

## Participating as a Member of the Transition Team: Being Part of the Transition Team

Working as a team member with other professionals can sometimes be threatening to families and can require some time and know-how. Building a relationship takes time, effort, trust, mutual respect, and communication. Here are some additional tips for working on a team that may help both families and professionals work together as they plan for transition.

- **Treat each member of the team as an equal.** Remember that each team member brings different expertise, values, and resources to the meeting.
- **Seek information.** It is okay to say "I don't know," "I don't understand," or to ask for assistance or for more information.
- **Share information that will help team members understand your concerns and priorities.** Do not be afraid to state your opinion, answer questions, and discuss your priorities.
- **Share thoughts and feelings about your child's abilities.**
- **Be honest, clear, and direct about your child's needs and your family's concerns, resources, and priorities.**
- **Remember that differences of opinion are okay and are to be expected.** Team meetings are an opportunity to listen to all points of view and to make decisions using negotiation and problem solving.
- **Try to avoid letting past negative experiences influence your current behavior and interactions with members of the team.**
- **Listen to each member of the team.** Try to identify the reasons for their needs or recommendations.
- **Invite other family members or friends who can offer support and advice to attend transition team meetings.**
- **Be sure you are satisfied with decisions that are made before agreeing to them.** If you are not satisfied, be sure to talk to the rest of the team about it.
- **Select a level of team involvement that you are comfortable with and that fits your schedule.**
- **Generate multiple suggestions to address each issue discussed and identify the pros and cons of all suggestions before selecting one.**
- **Carry through on tasks that you have agreed to do.**

FACTS/LRE, University of Illinois at Urbana-Champaign

(FACTS/LRE grants permission for photocopying of this handout.)

# Contact Person List

(This blank form is intended for families to record contact information during meetings.)

Name and Title	Name of Organization	Address/Telephone Number/E-mail	Notes

(Note: A completed contact person list may also be developed and given at meetings.)

**Adapted from AHEAD, Utah State University, Logan Utah 1997**

## **Topic 6**

## **The IEP Meeting**

This topic covers preparation of the family for the Individual Education Program (IEP) meeting. It is critical that the parent is well-prepared to advocate for their child at this meeting as the services to be provided, the type of setting in which those services will be provided, and the annual goals will all be determined at the IEP meeting.

### **Materials**

- Parent Information Manual developed by Support & Training for Exceptional Parents, Inc. at <http://www.tnstep.org/Assets/docs/ParentManual12009.pdf>
- “Transition Items/Materials to Bring to the IEP Meeting” (see *Steps to Success*, page 9)
- Special Education Definitions (See *Steps to Success*, page 10 )
- Website for “IDEA Notice of Procedural Safeguards”  
[www.state.tn.gov/education/speced/](http://www.state.tn.gov/education/speced/)

### **“A. What is an Individualized Education Plan?”**

The IEP meeting is scheduled just before or by the child’s third birthday. The purpose of the IEP meeting is to develop the individualized education program for the child. The IEP is a written plan for a child with a disability that is developed and implemented according to federal and state regulations. IEP meetings can be held as frequently as needed, but at least annually. The meeting can result from a parent request (in writing) or a written notice from the school. This plan includes:

- A description of the child’s strengths and needs (present levels of performance)
- A statement of measurable annual goals and instructional objectives related to meeting the child’s needs
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child.
- A statement of how the child will be educated and participate with other children with and without disabilities.
- A statement of how the child will be involved and progress in the extracurricular and other non-academic activities in the general curriculum
- The explanation of the extent, if any, to which the child will not participate with non-disabled children in school activities;
- A statement of any individual modifications the child may need to participate in state mandated assessments.
- If the IEP team determines that the child will not participate in a particular assessment, the IEP must include a statement of why the assessment is not appropriate and how the child will be assessed;
- The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications;
- Transition services showing how planned studies (course of study) are related to the student’s goals beyond secondary education and the student’s goals beyond secondary education

- A statement of how the child's progress will be measured and the parent will be regularly informed.

## **B. Who should attend the IEP meeting?**

The school district is required to invite the following people to attend the IEP meeting as valued members of the decision-making process:

- Parents;
- The child, when appropriate;
- At least one of the child's general education teachers;
- At least one special education teacher, or where appropriate, at least one of the child's special education providers (such as an OT or SLP)
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities. The district representative should also be knowledgeable about the general curriculum and about the availability of resources of the school district;
- A person who can explain the instructional implications of the evaluation results; and/or at the discretion of the parents or school district other individuals who have knowledge or special expertise regarding the child.

**Note:** the IEP meeting should be held at a mutually agreed upon time and place.

The school district must document all attempts to contact the parent. **If parents choose not to attend, an IEP meeting may be conducted without them. The results of the meeting must be provided to the parents.**

For children transitioning from Tennessee's Early Intervention System (TEIS), having a representative from TEIS who is knowledgeable of the child's current assessment results, needs, and the services that have been provided, is strongly encouraged.

## **C. What is the responsibility of the IEP team?**

The responsibility of the IEP team is to:

- Inform parents of their rights verbally and/or in writing.
- Review the results of the evaluation, and/or the current IEP if the meeting is an annual review.
- Identify areas of strengths and needs;
- Identify measurable goals, objectives and benchmarks.
- Identify the special education and related services needed to implement the IEP.
- Determine Least Restrictive Environment (LRE).
- Review additional considerations.

## **D. What additional considerations could the IEP team review?**

- The child's need for extended school year services, if appropriate;
- The need for Braille instruction if the child has a visual impairment;
- His or her language needs as they relate to the IEP if he needs alternate communication methods to be used or if the child has Limited English Proficiency
- The child's need for assistive technology devices and services.

- If the child's behavior impedes his/her learning or that of others, consider strategies, including positive behavior interventions and supports to address that behavior.
- Transportation needs.

#### **E. When will the IEP be reviewed and/or revised?**

- The IEP may be reviewed and/or revised at any time during the school year at the request of the parent or the school district.
- The IEP must be reviewed at least annually to determine whether the annual goals for the child are being achieved."

A properly written, maintained and carried out IEP is the parent's assurance of quality and appropriate services. The IEP is the most important document dealing with the education of the child.

Parents can request another IEP meeting if not satisfied with results. The IEP document is not set in stone!

Remember, initial services for a child through the LEA cannot begin until the IEP is signed. The important outcome of this meeting is to begin services through the LEA. That is why signing the IEP at this first meeting is so important.

#### **F. What if the parents are dissatisfied with the IEP process?**

Conflicts about the child's IEP can usually be solved on a local level by meeting with school personnel to work out differences.

Step One: Contact the teacher or principal at the child's school

Step Two: Hold an IEP team meeting to discuss concerns of the IEP team members.

Step Three: If "Step Two" is unsuccessful, contact the special education office at the local board of education.

Step Four: If "Step Three" does not resolve the matter, contact the Office of Legal Services, Tennessee Department of Education, Division of Special Education. Phone (615) 741-0660. Fax (615) 253-5567 for information about:

1. Administrative Complaint
2. Mediation
3. Due Process Hearing

**Note:** See [www.state.tn.gov/government/speced/](http://www.state.tn.gov/government/speced/) for a complete description of these methods to resolve complaints.

#### **Sample Activities for the Early Interventionist and Family:**

1. Review glossary of Special Education Definitions in the *Steps to Success* booklet, page 10, with the family.
2. Identify additional resources to help families understand the IEP process (*Steps to Success* booklet, STEP Parent Manual).
3. Lead family in a discussion that identifies their child's strengths and needs.
4. Review "Transition Items/Materials to Bring to the IEP Meeting" (page 9, *Steps to Success* booklet) with the family.

**Family Follow-Up:**

1. The parent/guardian should familiarize himself with Special Education processes and laws by reading materials at the public library, searching the internet on this topic, or attending a STEP Workshop (see materials section).
2. Update the child's list of medications. Remember to include correct spelling of medication, dosage and times medicine is to be given.
3. Request from the LEA an interpreter and materials in a language other than English, if necessary, for this meeting.
4. Update and make copies of the child profile booklet, "I'm Getting Ready for Preschool" (see page 4-3), to give to teachers, therapists etc.
5. Make sure to gather requested materials to take to the IEP meeting.

## **Topic 7**

## **Maintaining Good Parent/Teacher Relationships**

Ways for the parent to maintain a positive working relationship with his/her child's teachers and therapists are suggested in this topic. Prior to the child's transition, share suggestions from this topic for the parents/guardians to use once the child is in their new placement.

### **Materials**

- “What Parents Can Do to Build and Nurture Relationships with School Personnel”
- Some form of notebook to send back and forth between home and school

The parent should understand that building good relationships takes time, but is definitely worth the effort. Mutually supportive relationships with teachers/administrators can lead to superior outcomes for the parent and child. Things may not fall into place immediately. Patience can pay off as long as there is consistent progress. Parents should continue to be an advocate for their child after transition by taking part in the child's education in any way they can. Encourage them to monitor the child's progress at school and participate in any school activity involving the child whenever possible. The child's progress should be presented to the parent through a regular report card or some type of progress report. Suggest to the parent that they offer their assistance to the teacher or the school. Both the teacher and administration will remember their positive involvement as well as concern for their child.

Ways to strengthen a positive family/school relationship include:

### **A. Monitoring Child Progress**

1. Conference – individual meetings with the child's teachers, school administrators, tutors, therapists, and other professionals.
2. Classroom observation – prearranged visits to the classroom with the specific intent of observing some aspect of the child's learning activities.
3. Notebooks – Notes sent between home and the child's teacher and/or therapists in which the parent/guardian shares comments, suggestions, observations, etc. Notebooks can include a checklist of behavioral goals and objectives from the IEP.
4. Groups – Parents could pursue active participation in the local Parent-Teacher Association and in local parent support groups. These groups often provide excellent up-to-date information on programs and school services relevant to the child's IEP.
5. The child – Encourage the parent to ask the child (if applicable) how school is going: what are the most enjoyable activities in school, how much time does he/she spend in each class. Look over his/her homework.



## **B. Parent Participation**

1. PTA – some schools may have a support group through the PTA for parents of special education students. Join the PTA or PTO at your child's school.
2. Special class treats – special treats or rewards are always welcomed. Find out from the teacher what types of treats or rewards would be appropriate for the class. Leave the treats in the office unless instructed otherwise.
3. Volunteering – find out from the school if volunteers are needed as classroom helpers or for school events. Is a room parent needed for the child's class?
4. Phone calls to parents - will be made before or after school or during planning time except in the case of extreme emergency.
5. Field Trips/Awards Programs/Field Day – Parents are encouraged to participate for the benefit of their child. It is a great way to have a fantastic time!

### **Sample Activities for the Early Interventionist and Family:**

1. Discuss handout "What Can Parents Do?" (see page 7-3) with the family. Have them target some strategies they would be interested in trying after their child starts school.
2. Discuss the concept of a communication notebook, or other ways to communicate with the school staff. Make a sample page to share with the family.
3. Role play ways to communicate effectively with the school staff regarding a concern (child's diaper not being changed enough, problems on the bus, etc.).
4. Continue to build a contact list of all providers, administrators, etc.

### **Family Follow-Up**

1. Begin a parent/teacher notebook and start by detailing a positive experience (or some significant progress that has happened recently for your child.)
2. Volunteer to help in your child's classroom or at the school. Be willing to help all the children in the class, not just your child.
3. Join the PTA – be an active member.
4. Review handout "What Can Parents Do" (see page 7-3) with another family member.

## What Can Parents Do to Build and Nurture Relationships with School Personnel?

1. Start early getting to know all the people who will eventually be in a position to serve your child. Network! Start sharing your dreams and let them get to know your child. Then, when you are in a position to work together, there is a good basis for open communication and teamwork.
2. Recognize that school personnel are people too. Good educational outcomes for your child are not just dependent on you knowing your child's educational rights but also on you practicing good people skills.
3. Be willing to negotiate and make compromises or tradeoffs. Realize that the tradeoffs you make today can be made up for by different program options in the future.
4. Be open and listen. Try to remember that each new situation brings opportunities to start fresh. Don't assume that you're always going to have to fight.
5. Motivate and assist schools to develop programs that might not be possible or might not have been envisioned without your support.
6. When teachers/administrators have reservations or are resistant to your wants for your child, don't automatically become demanding. Take the role of educator and help them understand why you want what you do. You may have thought of objectives for your child and ways of meeting them that they haven't.
7. Give positive feedback and support to the people involved with your child. Everyone needs a pat on the back for the things he or she is doing right. When a problem or complaint arises, seek a solution at the source. Going behind someone's back to deal

with a problem can damage trust. Go through the appropriate procedures and steps in the chain of command in solving problems.

8. Be committed to the choices you make and realize that you play a major role in their success.
9. Understand that building good relationships takes time. Things may not fall into place immediately. Patience can pay off as long as there is consistent progress. Mutually supportive relationships with teachers/ administrators will lead to superior outcomes for your child and you.

Adapted from The National Newspatch newsletter - Pauletta Feldman and Mary Ann Reynolds (1996)